3-H Question-Answering Strategy  
(Graham and Wong, 1993)

Background and Research Question
Loraine Graham and Bernice Wong examined the effectiveness of a question-answering strategy with Grades 5–6 students who were poor and average readers. The strategy helps students to identify question-answer relationships that are either in the text (text-explicit), inferred from the text (text implicit), or in the student's own knowledge base (script implicit), otherwise referred to as here, hidden, or in my head. In addition, students were taught three self-questions to guide their use of the 3-H strategy.

Translating Research Into Practice
1. Introduce the students to the 3-H strategy in groups of four or five. Provide students with a prompt card that contains the three categories of questions.

2. Explain that here is used to refer to questions that can be answered completely using information from only one sentence in the passage. Hidden is used to refer to a question that has its response located in the passage in two or more sentences from the text. In my head is used to refer to questions that require students to use what they already know about a topic, offer their opinion, or draw on their own experience because no information is available from the text to directly answer the question.

3. Present students with a prompt card that contain these three self-questions:
   - How will I answer this question?
   - Where is the answer to this question found?
   - Is my answer correct?

Help students focus attention on the task. Provide a basis for deciding when the answer to a question is found. Remind students to check their work and congratulate themselves if they use the 3-H strategy correctly.

Teach students to follow the directions as you model appropriate responses to the self-questions aloud. Guide students' own question-answering through overt self-talk. Guide students' own question-answering with whispered self-instructions. Use the self-questions as prompts for covert, inner dialogue.

Ask students to “think aloud” while they work through the steps involved in answering a comprehension question. Ask students to frequently write down or state the three self-questions they have learned, what the 3-Hs stand for, and how the strategy can help them when answering written comprehension questions.

Source